

## **GATEWAY ELEMENTARY**

200 Hawkins Road  
Travelers Rest, SC 29690

**GRADES** K-5 Elementary School

**ENROLLMENT** 625 Students

**PRINCIPAL** Mr. Glenn Wright 864-834-6414

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	17	1	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

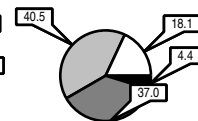
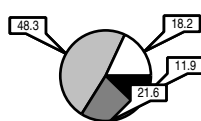
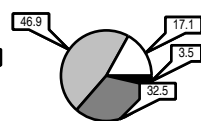
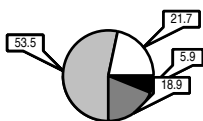
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	308	100.0	17.1	46.9	32.5	3.5	50.3	Yes	Yes
<b>Gender</b>									
Male	166	100.0	21.7	47.4	28.3	2.6	44.1		
Female	142	100.0	11.9	46.3	37.3	4.5	57.5		
<b>Racial/Ethnic Group</b>									
White	236	100.0	9.8	47.3	38.4	4.5	58.5	Yes	Yes
African-American	60	100.0	49.1	47.2	3.8	0.0	13.2	No	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	37.5	62.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	245	100.0	11.1	48.5	36.2	4.3	57.0		
Disabled	63	100.0	45.1	39.2	15.7	0.0	19.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	100.0	17.1	46.9	32.5	3.5	50.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	100.0	17.1	46.9	32.5	3.5	50.3		
<b>Socio-Economic Status</b>									
Subsidized meals	146	100.0	26.7	48.9	22.9	1.5	36.6	Yes	Yes
Full-pay meals	162	100.0	9.0	45.2	40.6	5.2	61.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	308	100.0	21.7	53.5	18.9	5.9	38.8	Yes	Yes
<b>Gender</b>									
Male	166	100.0	23.7	52.0	18.4	5.9	38.8		
Female	142	100.0	19.4	55.2	19.4	6.0	38.8		
<b>Racial/Ethnic Group</b>									
White	236	100.0	13.4	56.3	23.2	7.1	46.0	Yes	Yes
African-American	60	100.0	56.6	41.5	1.9	0.0	9.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	12.5	62.5	12.5	12.5	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	245	100.0	16.2	54.9	22.6	6.4	44.3		
Disabled	63	100.0	47.1	47.1	2.0	3.9	13.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	100.0	21.7	53.5	18.9	5.9	38.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	100.0	21.7	53.5	18.9	5.9	38.8		
<b>Socio-Economic Status</b>									
Subsidized meals	146	100.0	34.4	51.1	10.7	3.8	26.7	Yes	Yes
Full-pay meals	162	100.0	11.0	55.5	25.8	7.7	49.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	112	98.2	16.0	35.8	45.3	2.8	48.1
	<b>Grade 4</b>	86	100.0	28.9	57.8	10.8	2.4	13.3
	<b>Grade 5</b>	105	100.0	25.5	55.1	16.3	3.1	19.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	100.0	10.8	26.9	55.9	6.5	62.4
	<b>Grade 4</b>	110	100.0	17.0	50.9	29.2	2.8	32.1
	<b>Grade 5</b>	102	100.0	24.0	61.5	13.5	1.0	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	112	99.1	13.3	48.6	23.8	14.3	38.1
	<b>Grade 4</b>	86	100.0	28.9	53.0	13.3	4.8	18.1
	<b>Grade 5</b>	105	100.0	23.5	54.1	17.3	5.1	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	100.0	15.1	51.6	25.8	7.5	33.3
	<b>Grade 4</b>	110	100.0	20.8	51.9	19.8	7.5	27.4
	<b>Grade 5</b>	102	100.0	30.2	55.2	12.5	2.1	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 625)				
First graders who attended full-day kindergarten	97.2%	N/C	100.0%	100.0%
Retention rate	3.0%	Down from 4.9%	2.7%	2.7%
Attendance rate	97.9%	Up from 96.7%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		3.0%	3.5%
Eligible for gifted and talented	17.1%	Down from 20.3%	16.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 9.5%	8.6%	8.2%
Older than usual for grade	1.1%	Up from 1.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Down from 60.0%	52.6%	51.4%
Continuing contract teachers	82.5%	Down from 90.0%	90.2%	87.5%
Highly qualified teachers**	94.9%	N/A	94.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 93.3%	89.0%	86.7%
Teacher attendance rate	96.6%	Down from 98.7%	95.1%	94.9%
Average teacher salary	\$41,268	Down 0.4%	\$40,884	\$40,760
Prof. development days/teacher	10.9 days	Up from 5.2 days	11.6 days	12.4 days

School				
Principal's years at school	22.0	Up from 21.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.5 to 1	19.7 to 1	18.9 to 1
Prime instructional time	94.1%	Down from 94.8%	90.3%	90.0%
Dollars spent per pupil*	\$5,287	Up 5.3%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Down from 68.7%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our goal continues to be for every student to be successful. We have identified areas in the curriculum for improvement, and I feel we will see gains, especially in language arts.

We continue to be concerned with students who are not motivated to learn. Teachers continue to look for ways to make learning more interesting. Beginning this fall, we are beginning a plan to encourage better student engagement in the learning process and for the overall learning atmosphere in the building.

Our school community continues to change, and we are seeing more students who need special assistance with learning. Classroom grouping has been looked at carefully to ensure equal opportunities for all students to learn. Other changes have been made in the organizational structure to comply with the No Child Left Behind legislation.

Glenn Wright, Principal

Lori Hickman, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	86	69
Percent satisfied with learning environment	97.4%	86.0%	89.6%
Percent satisfied with social and physical environment	100.0%	91.9%	92.8%
Percent satisfied with home-school relations	100.0%	90.5%	82.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.